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procher, essayait d'attirer l'attention du roi. Louis traversa la mare, alla au lépreux, lui donna de l'argent, lui prit la main et la lui bâisa. Joinville se signa d'admiration en voyant cette témérité du roi, qui n'avait pas craint d'appliquer ses lèvres sur une main que personne n'aurait osé toucher.

*Louis.* Moi, je vais vous dire quelque chose de plus gai.

Joinville raconte que Saint Louis était aussi très gai.

Joinville était assis au pied du lit de Saint Louis. Les prêcheurs et les cordeliers qui étaient là lui parlaient d'un livre. "Vous l'entendriez volontiers, Sire," disait un des prêcheurs.

"Non, vous ne me lirez pas, car il n'est ni bon livre après manger, que propos ad-

libitum, c'est à dire que chacun dise ce qu'il veut." Pourtant Saint Louis aimait beaucoup les livres. Il lisait quant il avait quelque loisir. Quelque fois après dîner il appelait le savant, Robert de Sorbon, le fondateur de la Sorbonne, ainsi que Joinville pour jouir de leur conversation. Un jour Joinville et Robert de Sorbon mangeait à côté du roi et ils causaient bas, l'un avec l'autre. Le roi leur dit, "Si vous parlez en mangeant de choses qui doivent nous plaire, parlez haut, sinon taisez-vous."

*M. Lemaître (qui s'est approché du groupe sans être aperçu, gaiement).* Dorénavant je veux être des vôtres les jours d'anecdotes historiques. Il se fait tard. La voiture vous attend dans l'allée.

## Seventh and Eighth Grades

Nott William Flint

**History:** For June the class will continue the history of England from the Norman Conquest. So far as possible the historical events will be given to the class through literary presentations. In the case of Richard I., for instance, the character of the man as it is shown in Scott's *Talisman* and *Ivanhoe* will be contrasted with his character as shown in history. The subject will be introduced by the stories of the Angevin kings brought in by different class members. The emphasis, however, will be put, not upon political events or kingly successions, but upon the events which made for the advancement of the whole people's interests.

(A.) Henry II. Queries in connection with the story of Henry: (1) What was the effect of Henry's destroying the illegal castles in England? (2) What was scutage, and how did it effect feudalism? (3) Advantages and dis-

advantages of the employment of mercenary soldiers? (4) What nations at the present day compel their young men to military service?

I. The story of Thomas à Becket: (Each member of the class will be asked to bring in the best account he can find of this story.) From the many questions which rise from this story, the teacher must choose those he thinks best for class discussion, and for research.

II. Beginning of English conquest of Ireland.

I. Condition of Ireland after the Danish invasions.

2. The four Irish kingdoms.

3. Reasons for Henry's conquest in Ireland. (In this connection the geography of Ireland and perhaps some discussion of its more modern history may be taken up.)

III. Henry's legal reforms.

I. Administration of justice before Henry's time: "Compurgators"; the English trial by ordeal; the Norman trial by combat.

2. Trial by jury: origin of and first important use in England. (Gardener's *History of*

*England.*) Queries: What is present meaning of "inquest"? How is grand jury chosen and made up, and what are its functions?

(B.) Richard Cœur de Lion and the Crusades. Selections from the *Talisman* and from *Ivanhoe*. Richard's character in history and in the novels. And in connection with Richard the class will, so far as possible, take up the study of the Crusades.

#### I. Crusades: What they were.

A great movement affecting the whole of Europe—armed pilgrimages.

1. Causes of Crusades: (a) Persecution of pilgrim traders and travelers to the East by the Seljukian Turks. (b) Desire of European princelings to win independent kingdoms for themselves. (c) Immunities granted by Popes to Crusaders. (d) Love of adventure.

2. Changes through which Palestine had passed: Jews, Romans, Christian Romans, Arabian Caliphs—Haroun al Raschid—Seljukian Turks.

3. Routes of Crusaders: (a) Via Italian ports. (b) Via river valleys. (Trace out route of first Crusade—from north central parts of France up the Rhine valley to Neckar; up the Neckar to Ulm; thence down the Danube through Bulgaria to Constantinople, across the Bosphorus, and through Asia Minor to Jerusalem.)

4. Results of Crusades: (a) Broadening of men's minds. (b) Bringing back of marine compass. (c) Rise of Italian cities and of trade generally.

#### II. Rise of English towns:

1. The big towns of the time—where were they built and why? (See map of the Angevin Empire.)

2. Their charters, industries, and trades.

3. Freedom from rights of lordship.

4. Trade guilds (compare with the modern trade union).

5. Local trade of towns.

6. Effect of foreign immigration.

7. Effect of Norman Conquest on towns.

8. Roads, markets, and market days.

9. What were the exports of England at that time?

10. To whom do the British owe their first knowledge of woolen manufactures?

11. Name some cities in the British Isles famous for woolen manufactures?

12. What did William the Conqueror do to help bring about sheep-raising in England?

(C.) King John. (1) Reasons for the election

of John. (2) Death of Arthur and dissolution of the Angevin kingdom. (The class will read here the fourth act of Shakespeare's *King John*.) (3) John's quarrel with the Pope. (Query: Why did the Pope punish the people with an interdict, instead of John?)

#### I. Magna Charta:

1. What is Magna Charta?

2. What gave rise to it? (Query: How did the new combination of people and barons against the king come to be?)

3. Was England the only country to have a charter? (Query: What was the difference between England's charter and other countries' charters? See Gneist's *History of the English Constitution*.)

4. Why were provisions for the execution of its promises put into the charter?

5. Comparison of British with American constitution.

6. How can changes be made in each? Which is the more flexible?

#### II. Results of charter:

1. Simon de Montfort, the new leader of the people.

2. The barons' war.

3. Birth of representative parliament.

4. English houses of Commons and of Lords.

5. Comparison of English Parliament with continental and with American ones.

III. Subjugation of Wales: "Prince of Wales."

1. Scottish war of independence. William Wallace and Robert Bruce.

**References:** Green, *History of the English People*; Stubbs, *English People*; Traill, *Social England*; Mills, *The Crusades*, and *Chivalry*; Thatcher and Schwill, *Middle Ages*; Michaud, *The Crusades*, illustrated by Doré.

**Oral Reading:** Mrs. Heman's poem on the death of Henry the First's son; Shakespeare's *King John*; Act IV, and selected parts; Scott's *Talisman* and *Ivanhoe*.

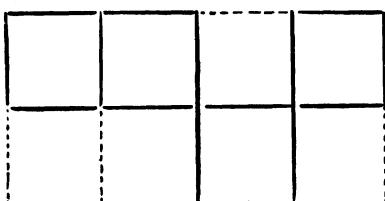
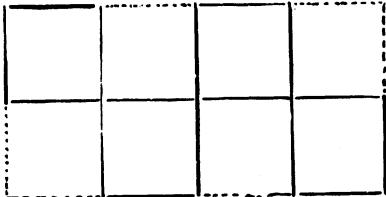
**Hand-work:** Illustrative scenes on crayon paper, on the blackboard, and on drawing paper. Drawings of castles—plan of a castle.

**Nature Study:** The outline published in May was for June also.

**Latin:** See High School outline.

**French:** (Mlle. ASHLÉMAN.) In June the class will take up parts of Molière's lighter comedies.

**Petits Jeux**



Solution du mois de mai.

**Farce du Médecin Malgré Lui**

[Sganarelle est un excellent fagotier qui a le tort de battre sa femme. Celle-ci jure de se venger. En ce moment, arrivent deux étrangers qui sont à la recherche d'un médecin assez habile pour guérir la fille de leur maître. La femme de Sganarelle profite de l'occasion et leur désigne son mari comme un grand docteur qui cache sa science et qu'il faut battre pour qu'il en convienne. Qu'à cela ne tienne, il sera battu. En effet, plutôt que de mourir sous les coups de bâton, Sganarelle convient de sa science et on le conduit auprès de la jeune fille.—BONNEFON.]

*Sganarelle.* Est-ce là la malade?

*Géronte.* Oui, je n'ai qu'elle de fille; et j'aurais tous les regrets du monde si elle venait à mourir.

*Sganarelle.* Qu'elle s'en garde bien! Il ne faut pas qu'elle meure sans l'ordonnance du médecin. (*A Lucinde.*) Hé bien! de quoi est-il question? Qu'avez-vous? Quel est le mal que vous sentez?

*Lucinde* (*répond par signes en portant la main à sa bouche, à sa tête et sous son menton.*) Han, hi, hon, han.

*Sganarelle.* Hé! que dites-vous?

*Lucinde* (*continue les mêmes gestes.*) Han, hi, hon, han, han, han, hi, hon.

*Sganarelle.* Quoi?

*Lucinde.* Han, hi, hon.

*Sganarelle* (*la contrefaisant*). Han, hi, hon, han, ha. Je ne vous entendis point. Quel diable de langage est-ce là?

*Géronte.* Monsieur, c'est là sa maladie. Elle est devenue muette, sans que jusques ici on en ait pu savoir la cause; et c'est un accident qui a fait reculer son mariage.

*Sganarelle.* Et pourquoi?

*Géronte.* Celui qu'elle doit épouser veut attendre sa guérison pour conclure les choses.

*Sganarelle.* Et qui est ce sot-là, qui ne veut pas que sa femme soit muette? Plût à Dieu que la mienne eût cette maladie! je me garderais bien de la vouloir guérir. (*Se tournant vers la malade.*) Donnez-moi votre bras. (*A Géronte.*) Voilà un pouls qui marque que votre fille est muette.

*Géronte.* Hé oui, monsieur, c'est là son mal; vous l'avez trouvé tout du premier coup.

*Sganarelle.* Ha! ha!

*Jacqueline.* Voyez comme il a deviné sa maladie!

*Sganarelle.* Nous autres grands médecins, nous connaissons d'abord les choses. Un ignorant aurait été embarrassé, et vous eût été dire: c'est ceci, c'est cela; mais moi, je touche au but du premier coup, et je vous apprends que votre fille est muette.

*Géronte.* Oui: mais je voudrais bien que vous pussiez dire d'où cela vient.

*Sganarelle.* Il n'y a rien de plus aisé; cela vient de ce qu'elle a perdu la parole.

*Géronte.* Fort bien. Mais la cause, s'il vous plaît, qui fait qu'elle a perdu la parole.

*Sganarelle.* Tous nos meilleurs auteurs vous diront que c'est l'empêchement de l'action de sa langue.

*Géronte.* Mais, encore, vos sentiments sur cet empêchement de l'action de sa langue?

*Sganarelle.* Aristote, là-dessus, dit—de fort belles choses.

*Géronte.* Je le crois.

*Sganarelle.* Ah! c'était un grand homme!

*Géronte.* Sans doute.

*Sganarelle.* Grand homme tout à fait (*levant le bras depuis le coude*); un homme qui était plus grand que moi du tout cela. Pour revenir donc à notre raisonnement, je tiens que cet empêchement de l'action de sa langue est causé par de certaines humeurs, qu'entre nous autres savants nous appelons humeurs peccantes; peccantes, c'est-à-dire—humours peccantes; d'autant que les vapeurs formées par les exhalaisons des influences qui s'élèvent dans la région des maladies venant—pour ainsi dire—à—Entendez-vous le latin?

*Géronte.* En aucune façon.

*Sganarelle* (*se levant brusquement*). Vous n'entendez point le latin?

*Géronte.* Non.

*Sganarelle.* *Cabencias, arci thuram, calamus, singulariter, nominativo, hæc musa, la muse, bonus, bona, bonum. Deus sanctus, est-ne oratio latinas?*

*Géronte.* Ah! que n'ai-je étudié!

*Jaqueline.* L'habile homme que v'là!

*Lucas.* Oui, ça est si biau que je n'y entendis goutte.

*Sganarelle.* Or, ces vapeurs dont je vous parle venant à passer du côté gauche où est le foie au côté droit où est le cœur, il se trouve que le poumon ayant communication avec le cerveau, par le moyen de la veine cave, rencontre en son chemin lesdites vapeurs qui remplissent les ventricules de l'omoplate, et parce que lesdites vapeurs—écoutez bien ceci, je vous conjure.

*Géronte.* Oui.

*Sganarelle.* Ont une certaine malignité qui est causée—soyez attentif, s'il vous plaît.

*Géronte.* Je le suis.

*Sganarelle.* Qui est causée par l'acréte des humeurs engendrées dans la concavité du diaphragme, il arrive que ces vapeurs—*Ossabandus, nequeis, potarinum*. Voilà justement ce qui fait que votre fille est muette.

*Géronte.* On ne peut pas mieux raisonner, sans doute. Il n'y a qu'une seule chose qui m'a choqué! c'est l'endroit du foie et du cœur. Il me semble que vous les placez autrement qu'ils ne sont; que le cœur est du côté gauche, et le foie du côté droit.

*Sganarelle.* Oui, cela était autrefois ainsi; mais nous avons changé tout cela, et nous faisons maintenant la médecine d'une méthode nouvelle.

*Géronte.* C'est ce que je ne savais pas, et je vous demande pardon de mon ignorance.

*Sganarelle.* Il n'y a point de mal; et vous n'êtes pas obligé d'être aussi habile que nous.

*Géronte.* Assurément. Mais, monsieur, que croyez-vous qu'il faille faire à cette maladie?

*Sganarelle.* Mon avis est qu'on la remette sur son lit, et qu'on lui fasse prendre pour remède quantité de pain trempé dans du vin.

*Géronte.* Pourquoi cela, monsieur?

*Sganarelle.* Parce qu'il y a dans le vin et le pain, mêlés ensemble, une vertu sympathique qui fait parler. Ne voyez-vous pas bien qu'on ne donne autre chose aux perroquets; et qu'ils apprennent à parler en mangeant cela?

*Géronte.* Cela est vrai! Ah! le grand homme! Vite, quantité de pain et de vin.

*Sganarelle.* Je reviendrai voir sur le soir en quel état elle sera.

**Geography:** The work for the year was to be a review of the geography of the world taken up in correlation with the history. The ancient world and southern

Europe was to be studied in connection with Roman history; northern Europe with the history of the British isles; and the rest of the world in the study of the British colonies. Perhaps it is needless to say that scarcely more than half of the outlined work was ever touched by the class, nor indeed was the plan laid down beforehand always followed. To foresee such a plan that should be completely followed has been impossible, at least to this teacher, for the interest of the children has never yielded itself willingly to such sharp pre-vision. And since the children were considered, as far as possible, in the light of free social agents, they could never be treated as soldiers in a barrack.

Another thing that tended to break the prearranged plan was the unexpected appearance of new and sudden interests on the part of the class. It appears that if the children are not merely following the stale text of some book, the subject of geography, especially when viewed as a background of human action, is ever appealing to lead its students into fresh and unexpected ways. For instance, the class was reading Tacitus's description of Britain in connection with a history lesson. The Latin writer said that the days in Britain were shorter than the days in Rome. Instantly the class took fire, and a controversy rose over the truth or falsity of Tacitus's statement. The teacher, although he had not foreseen this event, judged the class interest of more value than his plan; so the plan gave way, and for three days history and geography yielded to a study of the phenomena of day and night, and their respective lengths. And in that time nearly every member of the class was eager enough to do personal research either

in the library or in the laboratory, to prove the truth of his position. Perhaps it is well that the teacher be not too clever in this matter of planning, for much of the strength and vigor of interest comes from its unexpectedness—its surprise of time and occasion.

Whenever a country or place came up for study, the class would get at it in two ways: (1) Given the set of conditions in which that country found itself, what would be the results? (2) What is this place like to us who as travelers visit it? The first question brought out the influences of climate, the agricultural value of the land, the kinds of crops raised, kinds of industrial pursuits, the commerce of the country and its tendency to war with its neighbors, and the probable influence of these things upon its people; and the second question dealt with the topography of the land, its mountains, rivers, and plains, the location of its cities and their distances from one another, the beauty or ugliness of its cities and the kind of people living in them, and their art and architecture.

The class after such a year in geography probably could not pass a good examination on the capitals of the world—though maybe it could—at least no pains has been taken to prepare it for such examination. The whole weight of the study was to get the children to draw inferences from a collection of facts, and to make them keen to see a relation between man and nature.

**Music:** (MISS PAYNE.) Songs—*Voices of the Woods* (Rubinstein's Melody), *The Violet* (Part Song), *The Sword Song*, *Wh'll be King but Charlie*, in Songs of Life and Nature; *The Happy Farmer*, Third Book, Modern Music Series; *Forge Song*.